

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Seal CE Primary School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	26% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	E Mitchell – Executive Headteacher
Pupil premium lead	L Butler (HoS) L Smurthwaite (Inclusion Manager)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,945
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,690

Part A: Pupil premium strategy plan

Statement of intent

Every child is valued and will achieve their full potential, through outstanding teaching, additional support and a planned programme of pastoral support. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Pupils at Seal primary School, 26 of whom additionally have SEND, will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted pre-teach interventions. Additionally, in order to accelerate progress, we aim for disadvantaged pupils to have access to a wide range of catch-up interventions in schools.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will develop our knowledge and understanding around trauma to be able to effectively support our families who may be suffering personally, but additionally those most affected by Covid. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils, enabling them to experience the full learning experience. We aim to have all children attain 97% attendance as a minimum.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, progress and well-being.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments (using Leuven scales and, where needed, Boxhall profile), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a rise in anxiety and Covid related trauma. These challenges particularly

	<p>affect disadvantaged pupils, including their attainment. Pupils do not have the tools to support their emotional regulation so that they are ready to learn.</p> <p>50% of pupils supported by our school counsellor are disadvantaged, increasing from the previous year. Since September, 10 pupils have been referred to EWBS or Early Help (6 of whom are disadvantaged) for support and 23 pupils (10 of whom are disadvantaged) are supported for SEMH through small group intervention.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in aspects of learning.</p>
3	<p>Assessments, observations, and discussions with teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in EYFS. These are evident from Reception through the EYFS baseline and is more prevalent in disadvantaged pupils. This is also apparent throughout the school, identified through the use of Language Link screenings.</p>
4	<p>Assessments, observations, and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Parents find this more challenging to support at home This negatively impacts their development as readers.</p>
5	<p>Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils and is significantly below in maths.</p>
6	<p>Attendance data within the school shows that the attendance and punctuality of disadvantaged pupils is significantly lower than that of non-disadvantaged pupils and that this will be affecting both academic and emotional needs.</p>
7	<p>Observation and monitoring of support with learning at home has demonstrated that far fewer disadvantaged pupils engage with home learning. Through discussions with parents, this stems from difficulties know how to access home learning and having the knowledge to support this e.g. phonics knowledge.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils have the tools to support their emotional regulation so that they are ready to learn and pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met</p>	<p>PP children with emotional needs will have access to:</p> <ul style="list-style-type: none"> External therapy (Play therapy, Fegans etc)

	<ul style="list-style-type: none"> • Internal support (Wellbeing sessions and counsellor, ELSA, trauma informed schools support) <p>They will be able to independently implement strategies taught within those sessions to ensure reduced anxiety, higher levels of wellbeing, attendance and punctuality.</p> <p>PP children are supported by trained adults in recognising their emotions and are able to work in collaboration to develop children's skills in communicating, labelling and regulating their emotions.</p>
Parents are empowered to support their children at home supporting through discussions of learning	<p>Parents' evenings and workshops have a higher rate of participation.</p> <p>Parents engaging with home learning and supporting pupils academically at home.</p> <p>Parents participating in Support Groups organised by FLO and SENCO increases.</p>
Gaps are identified and targeted teaching/interventions teach to gaps	<p>PP pupils without SEN/D to reach at least age related expectations in reading, writing and maths in line with their peers.</p> <p>PP pupils with SEN/D are working within Key Stage outcomes in reading, writing and maths.</p> <p>PP pupils with SEN/D make small-step progress in reading, writing and maths.</p> <p>PP children make strong measurable progress in their interventions, closing the gap between themselves and their peers.</p> <p>All children have the opportunity for small group or reduced number of pupils to ensure increased access to qualified teacher support.</p>
Pupils are exposed to a wide range of social/cultural and sporting experiences	<p>PP children have access to culturally rich experiences, and more exposure to positive and inspiring role models</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pedagogy Group	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that we consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	2, 5
RWInc development	<p>Embedding principles of good practice set out by RWInc. This will involve training and release time for staff to develop and implement new procedures. This will be overseen by a RWInc lead to ensure consistent high quality intervention to improve progress and attainment.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading</p>	2, 4, 5

	Phonics EEF (educationendowmentfoundation.org.uk)	
EYFS Communication and Language development	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>Education Endowment Foundation EEF</p>	2, 3
Maths curriculum development and staff training	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
Reading scheme	<p>The average impact of targeted reading strategies is an additional six months’ progress over the course of a year. Successful reading approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	2, 4, 5

<p>Engaging parent training and programme</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children’s learning activities; and</p> <p>more intensive programmes for families in crisis.</p> <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 6, 7</p>
<p>Trauma informed schools training</p>	<p>Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people). With the cuts in CAMHS and with over 1 million children in the UK with a mental health problem, schools are often left holding the baby. Children spend 190 days a year at school so we believe that schools are very well placed to pick up the baton and help these children.</p> <p>Every Child Flourishing: Becoming Trauma-Informed Schools - Foundation For Educational Leadership (cefel.org.uk)</p>	<p>1, 2</p>
<p>ELSA training</p>	<p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by</p>	<p>1, 2</p>

	<p>ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p> <p>About ELSA – ELSA Network</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led Tutoring programme	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 5
HLTA to screen pupils for underlying learning needs and support staff in implementing strategies to close the gap in attainment	<p>In order to effectively support pupils to close the gap between themselves and their peers, we need to fully understand their learning gaps and any underlying learning needs. Assessing them at the earliest opportunity and implementing effective strategies is proven to be the most effective way to address this. Final Lesson-22.pmd (nios.ac.in)</p>	2, 4, 5
Reading interventions – Word Shark	<p>Reading intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress.</p>	2, 4, 5
Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as</p>	2, 4, 5

	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Booster clubs run by CT after school In school HoS booster sessions	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners in a separate classroom or working area. Intensive tuition in small groups is provided as a strategy to ensure effective progress, or to teach challenging topics or skills.	2, 5
Training sourced to develop staff to effectively support pupil premium children	Embedding principles of good practice set out by DfE. This will involve training and release time for staff to develop and implement new procedures. This will be overseen by the curriculum lead to ensure consistent high quality provision to improve progress and attainment. Effective Professional Development EEF educationendowmentfoundation.org.uk	2
Early Years Interventions	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Education Endowment Foundation EEF	2, 3, 4, 5
Targeted teaching assistant Support	Specific focused interventions to target accelerated progress across the curriculum in high impact manner delivered by our Teaching Assistant team. To include pre-learning of vocabulary and concepts. Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk	2, 4, 5
One-to-One Support and Small group tuition	There is a strong and consistent body of evidence demonstrating the benefit of one-to one or small-group tutoring using structured interventions for children who are struggling with literacy. One to one tuition EEF educationendowmentfoundation.org.uk Small group tuition EEF educationendowmentfoundation.org.uk	2, 4, 5

Promotion of the love of reading Teacher led book club	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. reading_for_pleasure.pdf (publishing.service.gov.uk)	2, 5
Reading fluency and Comprehension interventions	Reading comprehension intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 5
Targeted Mental Maths Interventions	Intensive tuition in small groups to be provided to support lower attaining learners or those who are falling behind and improve learning by 6 months in a school year.	2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer (FLO)	Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The FLO works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 6, 7
Well-being KS2 curriculum	Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Well-being sessions allows pupils to address and deal with issues that stand in the	1, 2

	<p>way of learning. When looking at the pupils most vulnerable and in need of 1:1 support, the majority are those eligible for pupil premium funding.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Well-being 1:1 session	<p>These sessions are a talking therapy which can work very effectively for children and adolescents to help them overcome conditions such as <u>anxiety</u>, <u>depression</u>, OCD and anger management. Children with <u>ADHD</u> and <u>ASD</u> can also benefit from CBT as it helps them manage some of their experiences in a positive and healthy way. Being able to manage these emotions leaves them more able to access their environment in a positive and successful way.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Well-being small group targeted support	<p>The average impact of interventions based around self-awareness and social interactions is four additional months' progress over the course of a year. Evidence suggests that, on average, these interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Play therapy	<p>Play therapy aides academic success which is explained by the facilitation of an environment in which a child will feel safer, able to build positive school relationships, and freer to learn with less internal distractions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1
Curriculum enrichment	<p>Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.</p>	1, 2, 5

	Closing the gap with the new primary national curriculum. Final report V2 (publishing.service.gov.uk)	
Extra curricular music/singing lessons	There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to attendance, behaviour and peer relationship improvement. Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2
Supporting families to access residential/school trips	As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing. The importance of allowing children to explore their environment, take responsibility for themselves and generally sustaining themselves with minimal adult intervention is significant. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1, 2, 7
Supporting pupils to access programmes which develop their character traits	Research has found that, in settings with a high level of provision, key messages are based around character and values were promoted and reiterated at different levels in order to embed character education across the life of the school encouraged students to reflect upon, develop and demonstrate character traits. Staff-student relationships were stronger, with staff modelling desired traits and being approachable and engaging to encourage students to be open with them and take on board their advice.	1, 2
Funding for school uniform and sports clothing	Uniform purchases, support in payments for educational visits and wider curriculum activities.	1

	The impact of poverty on young children's experience of school (basw.co.uk)	
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Total budgeted cost: £120,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment 2020-2021		
Figures for year 6 pupils eligible for Pupil Premium based on summative assessment at end of Summer term 2021		
	End of Year 6	Progress From Previous Key Stage
% achieving expected standards in reading, writing and maths	80%	33.33%
% making expected progress in reading	90%	77.78%
% making expected progress in writing	90%	66.67%
% making expected progress in maths	80%	44.44%

Seal CE Primary – Pupil Premium spend/statement evaluation

Counselling/Well-being support:

Over the past year September 2020 – June 2021 School Counsellor has worked with six pupil premium children. When school is open these take place face-to-face and during partial closure they have been via telephone call.

Whole class well-being sessions have been rolled out to all classes in KS2 with effect from September 2020.

During lockdown these sessions have been delivered remotely via video with well-being activities provided for pupils to complete after the session.

Impact : Leuven scales are used to identify pupils in need of counselling after counselling Leuven scales are repeated. School Counsellor also completes entrance and exit questionnaires for 1:1 pupils. Pupils receiving counselling are discussed in termly pupil progress meetings.

Nurture provision:

Bespoke social, emotional and mental health provision provided for pupils identified through Leuven scale and Boxall Profile assessments. This provision provides 1:4 support for the most vulnerable pupils.

A personalised curriculum is designed around the pupils academic and SEMH needs. Five pupil premium pupils have accessed this provision over the current academic year.

Accelerated Academic Progress:

Evidence supports early years and pre-school interventions having a positive impact, delivering an average of around five additional months' progress, on pupils realising their academic potential. The approach is particularly beneficial for children from low-income families. (EEF) As a result language link, early phonics and maths interventions have been implemented for all pupils who have been identified through tracking of pupil progress in early years.

The school closure from January-March has impacted our Reception pupils, particularly the disadvantaged. However, in reading and maths we have sustained the percentage of pupils working at the expected standard in relation to their baseline assessments on entry to Reception. In Writing, this has declined. This is due to a lack of engagement from some pupils with the home learning and where there was engagement, it was generally within maths.

There is also a proportion of summer born pupils who are not working at the national expected standard, but are working within the expected standard for their age band - 40-60 months (17% in reading, 14% in writing and 16% in maths).

As a result of this, the Year R teachers have stopped doing booster sessions within the Year 1 classes, a previous decision made as the Year R pupils were performing well, and are now inviting pupils for phonics booster sessions within their own classes.

The EAL pupils are performing well with 3/4 on track to achieve the expected standard; there is one child currently not on track however she is one of the summer born pupils who is working where she should be for her age band mentioned above.

Girls are outperforming boys in reading and writing. 4 children are on the SEND register and all of these children are boys. The remaining boys have been invited to booster sessions twice a week to help them catch up with phonics. - data booklet term 5

For keystage 1 and 2 80% of all pupils eligible for the pupil premium grant receive interventions. Pupils also attend booster sessions : see spreadsheet for details. Whole school data for disadvantaged pupils reveals that there are still significant gaps compared to their non-disadvantaged peers.

The school closures have had the greatest detrimental effect on our disadvantaged pupils. There is a 26% gap in reading, 24% gap in writing and a 27% gap in maths between the disadvantaged and non-disadvantaged pupils. We have 44% of our disadvantaged pupils on the SEND register, meaning that they have significant barriers to learning.

The percentage of LAC (Looked after children) working at the expected standard or above has reduced from 100% to 50% since the Spring Term last year. This is because we have gained a new LAC pupil from another school who is working below age related expectations. The other LAC pupil still remains working at the expected standard across English and Maths. term 5 data booklet

However, when comparing non-SEND pupils to their non-disadvantaged peers the data shows: 58% of PP non-send are at age expected compared to their non-disadvantaged peers in reading and writing; therefore, the gap is reduced to -4% and 66% for maths compared to 67% for their non-disadvantaged peers, a gap of -1%.

Character development:

Character education training was delivered to teaching staff during staff development meetings in September and December. Support staff meetings were held separately so that all staff including site and admin staff received training. Initially pupil conferencing revealed that pupils were able to reference the six Christian values but were less able to identify other character traits. Children could identify where they used perseverance, aspiration, respect, and independence in their work. Older children were able to identify compassion and community in their school experience eg. Refugee day.

Curriculum enquiries from terms 1 and 2 record that

- The character gateway & traits have been taught in every class.
- There are displays to celebrate it in some classes.
- All pupils can confidently and articulately explain the trait focussed on this term discussing how they have made progress.
- Pupils are reflecting in their journals how they have shown the character trait in their work.
- It is evident that the teaching of the character trait has had an impact on presentation and pupil progress

Areas for improvement

- Reflections on character should include next steps with pupils considering whether or not they have met this.
- A specific focus on the lower attaining and SEND pupils as they did not show as much progress with the application of the character trait as those working within ARE.